

Fall 8-15-2002

ENG 1001G-074-075-076: Composition and Language

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1001G-074
-075
-076

ENG 1001G: Composition I (3 credit hours)

(We will alternate rooms.)

4:30-5:45 p.m. MW CH3130—Sec. 074

6-7:15 p.m. MW CH3130—Sec. 075

5-6:15 p.m. TR CH 3140—Sec. 076

Instructor: Bill Feltt

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Course Description:

- ❑ Feeling overwhelmed yet? Don't. Together, we will work through your first exposure to college level composition and rhetoric. I will necessarily emphasize but not limit you to expository (explanatory) and persuasive papers. But we will also direct our attention on how personal "creativity" can help us write sparkling and persuasive prose, and how to discover the "truth" within ourselves, how it transacts with the outside world, and how to articulate the synthesis of the two using different rhetorical strategies on paper with a specific purpose and audience in mind. You also will use technology to facilitate the process of writing. Through use of ETIC (English Technology-Integrated Classroom), you will not necessarily become a better writer, but you will see how technology can support your pursuits. We will also use the Internet, Booth Library and other online sources for research.

Course Objectives:

- ❑ To write purposeful, adequately developed paragraphs and sentences that are direct, economical free of ambiguity, and structurally appropriate for the ideas expressed.
- ❑ To write standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.
- ❑ To develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials, and for becoming more discerning readers and editors of their own writing. The course materials should reflect historically, socially, and culturally relevant issues.

Required Textbook and Materials:

- ❑ Axelrod, Rise B. & Charles R. Cooper. *The St. Martin's Guide to Writing*. Boston: Bedford/St. Martin's, 2001.
- ❑ Columbo, Gary, Cullen, Robert & Bonnie Lisle eds. *Rereading America*. Boston: Bedford/St. Martin's, 2001.
- ❑ Dunbar-Odom, Donna. *Working With Ideas: Reading, Writing, and Researching Experience*. Boston: Houghton Mifflin Company, 2001.
- ❑ Harnack, Andrew & Eugene Kleppinger. *online! A Reference Guide to Using Internet Sources*. Boston: Bedford/St. Martin's, 2000.

Other items

- ❑ Four HD IBM formatted discs
- ❑ A three-ring notebook for journaling
- ❑ Plenty of paper for in-class writing assignments

Course Requirements:

- ❑ Lots of in-class writing
- ❑ Reading textbook assignments and participating in class discussion

- ❑ Four completed essays selected and revised from five essays. Essays will be of varying length and complexity. Plan to put equal effort into all essays while realizing that one will be chosen, in consultation with me, for the Writing Portfolio, which meets a portion of the University requirement for graduation.
- ❑ Peer Editing—You will be required to assist your classmates in improving the quality of their essays. This will consist of reading your essays aloud to a classmate(s) and evaluating fellow classmates' work online and off (guidance will be given beforehand).
- ❑ Attend one-on-one conferences with me (two required and as needed or requested).

Grading

- ❑ Essays will be scored a maximum of 100 points each. Your grades will be based on four of five essays, depending on time factors, in-class writing and journals, as well. All essay drafts must be turned in to make a completed essay. These will be combined with your journal scores (more on that below) to compute your Midterm (scale below). All essays, journal scores and in-class writings will be combined to determine your final grade.
- ❑ Evaluation criteria: Essays will be judged according to focus on a single idea, clarity of thought, transitioning from one paragraph to another, paper, paragraph and sentence structure. Some emphasis will necessarily be placed on grammar and spelling. Research sources (MLA format) will play a role as well.

Instructor's policies

- ❑ **Attendance:** You cannot learn how to write if you don't attend class. That doesn't mean I'm going to grill you over absences. It will benefit you greatly to attend class. It's your responsibility to see that all work is made up and that I'm informed, either by phone or email, BEFORE class of your absence. Your grade will suffer if you're not there. **Missed Work:** If you are absent you will miss significant (and hopefully important) information and possibly in-class writings. However, class work can be made up, if turned in by the next class period. If you blow this off totally, you'll simply receive a zero for the assignment. That means, ladies and gentleman, you must seek out someone who can give you the details of the assignment. Class notes, handouts, and assignments are your responsibility.
- ❑ **Tardiness:** You're in college. Don't interrupt class with excess tardiness.
- ❑ **My tardiness:** If the occasion arises that I am late for class, please wait 10 minutes before leaving. If you leave prior to that, you will be given an unexcused absence. I will make every effort to inform you of absences.
- ❑ **Class Disruptions:** I don't need to say anything about this except that lively discussion is encouraged. No throwing chairs or punches, especially at me; that will lower your grade significantly.
- ❑ **Contacting Me:** Feel free to use my email, office and home numbers, preferably in that order.
- ❑ **Late Work:** Grades on the assignment will drop one letter grade for each day it is late, including weekends. If you need to turn in a late assignment, I will only accept it if it is placed in my hands.
- ❑ **Assignments:** All essays must be typed in 12-point, Times New Roman font. Margins must be 1 inch top, bottom, left and right. Don't try to increase size of the type or increase the margins to pad your paper; I'll know. (We will discuss the possibility of e-mailing assignments.)
- ❑ **Peer Editing Dates:** You must have a completed draft to share with your peer reviewer on the designated dates, or you will be counted absent.

- ❑ **Conferences:** One class (perhaps more) will be devoted to one-on-one conferences with me. If you don't show you will be counted absent.
- ❑ **Plagiarism:**

- **Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)—has the right responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Judicial Affairs Office.**

If you intentionally or unintentionally do any of the following, you could be plagiarizing:

- Buying a paper from a paper mill (obviously).
- Asking someone else to write your paper (ditto).
- Using a paper with words, phrases, sentences, or ideas found in a previous student's work (not always so obvious).
- Summarizing or quoting someone else's words without giving that person proper credit (ditto).

If you have any question at all about plagiarism, please contact me **BEFORE** you turn in the paper. Plagiarizing will earn you a failing grade on the paper and perhaps a failing grade in the course.

Grading Scale:

A=460-500 pts. B=420-459 pts. C=380-419 pts. NC=379 or below (If you receive an NC you will be required to retake the course.)

Point values per assignments:

Four (of five) selected essays (and all drafts) = 400 pts. (100 pts. each)

Journal = 50-plus pts.

In-class writing = 50 pts.

Whether it be journaling or in-class writing, we will write every class; not all assignments will receive a grade or even my scrutiny. However, I will be making spot checks from time to time, for which you can receive **bonus points**.

To learn to write, you must write and read. Those two elements are the best teachers.

Journals: The journals belong to you. They are your thoughts, emotions, dreams, problems rolled into sheets of paper and ink. I will focus very little on grammar, punctuation, or even spelling errors in judging them. To journal is to allow your writing to flow from your brain, down your arm, through your fingers without the filters rules create. The only guidelines I will give: One, entries must reflect your thoughts; two, entries must be an honest attempt to get at the truth, your truth, not mine or someone else's of something that's important to you. Choice of topic will nearly always be yours. Occasionally, I may ask you to journal on a specific topic. You should journal daily (hint: you'll earn extra points that way.) They will be collected near Midterm and near the semester's end.

Course break-down—Subject to change!

(Let me know if you find any glitches)

(Key to texts: GTW-The St. Martin's Guide to Writing; WWI-Working With Ideas; RRA-Rereading America; online! (Internet resource handbook).

Class date	Material covered in class	Homework for <i>next</i> class
Week of 8/26	Introduction; syllabus review; diagnostic writing assignment written and turned in next class.	Finish diagnostic essay (turn in next class); Read <i>WWI</i> Ch. 2 "Writing as a Process" p.11.
	Discuss process chapter; hand in diagnostic essay; discuss journaling	<i>GTW</i> Ch. 11 "A Catalog of Invention Strategies" p.515; <i>online!</i> Glossary pp. 1-11
9/2	NO CLASS—Labor Day	NO CLASS—Labor Day
Week of 9/2 continued	Discuss invention and discovery strategies; discuss Internet resources	<i>GTW</i> Ch. 12 "A Catalog of Reading Strategies" p. 529; grammar HB (<i>GTW</i>) S1-3 p. H6 "Sentence Boundaries" and G1-7 p. "Effective Sentences" H-31.
9/9	Discuss critical reading strategies; discuss grammar readings; In-class writing; talk about argumentative/research paper	<i>GTW</i> HB (More grammar)W "Word Choice" H-58; <i>WWI</i> Ch. 3 p. 25 "Argument and Persuasion"
	Discussion; in-class writing	Library-Internet research- <i>WWI</i> Ch. 4 p. 37
9/16	Discussion; in-class writing; name your research topic (In writing).	<i>GTW</i> Ch. 6 "Arguing a Position" p. 237
	Meet at library (south doors; I hope).	<i>Online!</i> Ch.1 "Finding Internet Sources" p.15, "Using MLA Style to Cite and Document Sources" p. 115 Documentation of
9/23	Discussion; yet more in-class writing (process essay exercise)	Begin process essay; no reading.
	Process draft 1 due for peer review.	Continue work on process essay.
9/30	Process essay due, problem discussion.	<i>GTW</i> Ch. 15 "Describing" p.589; outside reading provided.
	Discussion; begin writing descriptive essay.	<i>Work on descriptive essay.</i>
10/7	Journals due; descriptive 1 st draft due for group peer review (bring four copies of essay).	Continue work on descriptive

	Descriptive essays due; even more in-class writing.	<i>GTW</i> Ch. 14 "Narrating" p.573; <i>RRR</i> "Assimilation" p.625
10/14 Midterm	Midterm grades go out; in-class writing; discuss narration and "Assimilation"	<i>RRR</i> "Learning to Read" p.223; work on narrative
	Narrative draft 1 due for peer review.	Continue work on narrative
10/21	Narrative due; in-class writing	<i>GTW</i> Ch. 18 "Comparing and Contrasting" p.617; <i>RRR</i> p.69 "About Marriage"
	Discussion; in-class writing; schedule conferences.	Continue work on compare-contrast
10/28	NO CLASS—Conferences with me	Work on compare-contrast; Reading on creative unit (tba).
	Compare-contrast essays due; creative writing discussion	The Power of Poetry and Fiction to Persuade (assign. tba).
11/4	Discussion; in-class creative writing exercise.	Continue creative writing
	Creative writing draft 1 due for peer discussion.	Work on creative writing.
11/11	Final creative writing draft due; in-class writing.	<i>GTW</i> Ch. 19 "Arguing" p.623; <i>RRR</i> "How the Americans Understand the Equality of the Sexes" p.407.
	Discussion; argumentative/research day.	Begin writing argumentative/research paper.
11/18	Discussion; in-class writing.	<i>RRR</i> "The Story of My Body" p.423; continue arg/res work.
	Discussion; another research opp.	Cont. work on arg/res.
11/25 to 29	THANKSGIVING BREAK	THANKSGIVING BREAK
12/2	Sources: What you have found, how to use them (MLA); schedule conferences.	Cont. work on arg/res papers
	Conferences on arg/res draft.	Cont. work on arg/res papers
12/9	Turn in journals and decide on four essays to revise	Cont. work on arg/res; revision of four essays.
	Argumentative/research paper due; rev. essays due.	No assignment (yet).
12/16 * Finals	NO FINAL; used to make up papers.	

*** NOTE: NO final exam in 1001G (I'm sure that hurts your feelings.)**